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June 1998

English 33 Part A: Written Response

Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections.

- **Section I:**
Personal Response to Literature

<i>Suggested time</i>	<i>Value</i>
75 minutes	50 marks
<i>... Page 1</i>	

- **Section II:**
Functional Writing

<i>Suggested time</i>	<i>Value</i>
45 minutes	30 marks
<i>... Page 13</i>	

- **Section III:**
Response to Visual Communication

<i>Suggested time</i>	<i>Value</i>
30 minutes	20 marks
<i>... Page 22</i>	

Suggested time for revision and editing
30 minutes

Time: 2 1/2 hours. You may take an additional 1/2 hour to complete the examination.

Instructions

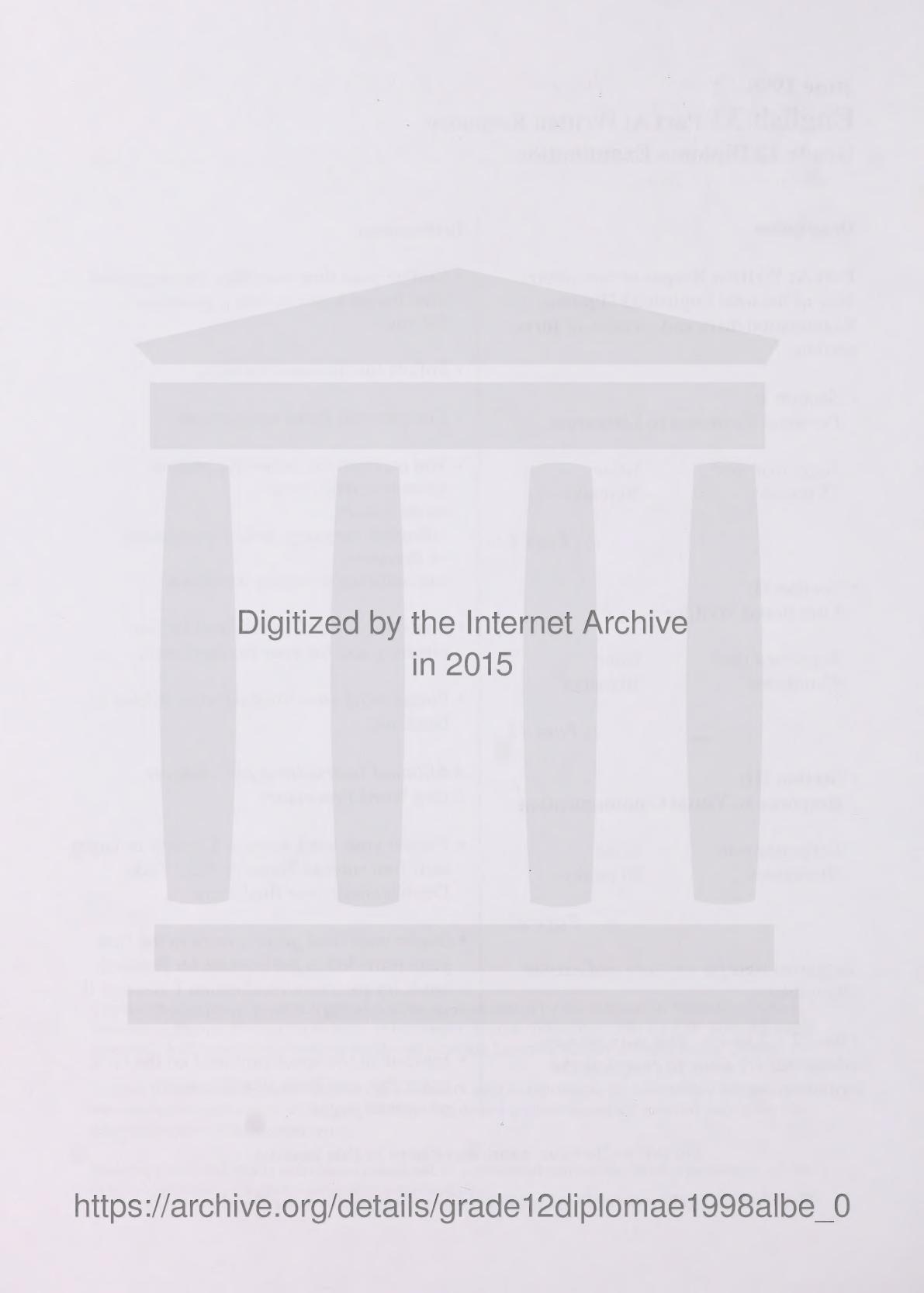
- Budget your time carefully; the suggested time for each part is only a guideline for you.
- Follow instructions carefully.
- Complete **all three** assignments.
- You may use the following print or electronic references:
 - a dictionary
(English language and/or translation)
 - a thesaurus
 - an authorized writing handbook
- Space is provided in this booklet for planning and for your finished work.
- Please write your finished work in blue or black ink.

Additional Instructions for Students Using Word Processors

- Format your work using a 12-point or larger serif font such as Times or New York. Double-space your final copy.
- Staple your final printed work to the first page provided in the booklet for finished work for each section (Section I, Section II, and Section III). Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.

Feel free to make corrections and revisions directly on your finished work.



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SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested time: 75 minutes)

Read the excerpt from *Zen and the Art of Motorcycle Maintenance* and complete the assignment that follows.

from ZEN AND THE ART OF MOTORCYCLE MAINTENANCE

The narrator and his son Chris are on a motorcycle trip across the United States. They are in California, nearing the end of their journey.

“I’m sleepy,” I tell Chris. “I’m going to take a nap.”

“Me too,” he says.

We sleep and when we wake up I feel very rested, more rested than for a long time. I take Chris’s jacket and mine and tuck them under the elastic cables holding down the pack on the cycle.

It’s so hot I feel like leaving this helmet off. I remember that in this state they’re not required. I fasten it around one of the cables.

“Put mine there too,” Chris says.

“You need it for safety.”

“You’re not wearing yours.”

“All right,” I agree, and stow his too.

The road continues to twist and wind through the trees. It upswings around hairpins and glides into new scenes one after another around and through brush and then out into open spaces where we can see canyons stretch away below.

“Beautiful!” I holler to Chris.

“You don’t need to shout,” he says.

“Oh,” I say, and laugh. When the helmets are off you can talk in a conversational voice. After all these days!

“Well, it’s beautiful, anyway,” I say.

More trees and shrubs and groves. It’s getting warmer. Chris hangs onto my shoulders now and I turn a little and see that he stands up on the foot pegs.

“That’s a little dangerous,” I say.

“No, it isn’t. I can tell.”

He probably can. “Be careful anyway,” I say.

After a while when we cut sharp into a hairpin under some overhanging trees he says, “Oh,” and then later on, “Ah,” and then, “Wow.” Some of these branches over the road are hanging so low they’re going to conk him on the head if he isn’t careful.

“What’s the matter?” I ask.

Continued

“It’s so different.”

“What?”

“Everything. I never could see over your shoulders before.”

The sunlight makes strange and beautiful designs through the tree branches on the road. It flits light and dark into my eyes. We swing into a curve and then up into the open sunlight.

That’s true. I never realized it. All this time he’s been staring into my back. “What do you see?” I ask.

“It’s all different.”

We head into a grove again, and he says, “Don’t you get scared?”

“No, you get used to it.”

After a while he says, “Can I have a motorcycle when I get old enough?”

“If you take care of it.”

“What do you have to do?”

“Lots of things. You’ve been watching me.”

“Will you show me all of them?”

“Sure.”

“Is it hard?”

“Not if you have the right attitudes. It’s having the right attitudes that’s hard.”

“Oh.”

After a while I see he is sitting down again. Then he says, “Dad?”

“What?”

“Will I have the right attitudes?”

“I think so,” I say. “I don’t think that will be any problem at all.”

And so we ride on and on, down through Ukiah, and Hopland, and Cloverdale, down into the wine country. The freeway miles seem so easy now. The engine which has carried us halfway across a continent drones on and on in its continuing oblivion to everything but its own internal forces. We pass through Asti and Santa Rosa, and Petaluma and Novato, on the freeway that grows wider and fuller now, swelling with cars and trucks and buses full of people, and soon by the road are houses and boats and the water of the Bay.

Trials never end, of course. Unhappiness and misfortune are bound to occur as long as people live, but there is a feeling now, that was not here before, and is not just on the surface of things, but penetrates all the way through: We’ve won it. It’s going to get better now. You can sort of tell these things.

Robert M. Pirsig

Section I: Personal Response to Literature

THE ASSIGNMENT

In the excerpt from *Zen and the Art of Motorcycle Maintenance*, the narrator states that what we want to accomplish is not difficult if we have the right attitudes, but that it is “‘having the right attitudes that’s hard.’”

What is your opinion of the narrator’s idea about the power of “right” attitudes?

In your writing, you should

- consider the thoughts and feelings of the narrator
- use your own observations and experiences to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

Section I: Personal Response to Literature

PLANNING

Use this page to plan your responses to the literature. You will need to read the literature and then write your responses on pages 6, 8, and 10. You may use this page to write rough drafts of your responses. You may also use this page to list sources for your responses.

There is additional space for planning on pages 6, 8, and 10.

If you are using a word processor, staple your Section I finished work here.
You may make corrections directly on your printed page(s).

Section I: Personal Response to Literature

FINISHED WORK

There is additional space for finished work on pages 7, 9, and 11.

Section I: Personal Response to Literature

PLANNING

There is additional space for planning on pages 8 and 10.

Section I: Personal Response to Literature

FINISHED WORK

There is additional space for finished work on pages 9 and 11.

Section I: Personal Response to Literature

PLANNING

There is additional space for planning on page 10.

Section I: Personal Response to Literature

FINISHED WORK

There is additional space for finished work on page 11.

Section I: Personal Response to Literature

PLANNING

Section I: Personal Response to Literature

FINISHED WORK

GO ON TO SECTION II

SECTION II: FUNCTIONAL WRITING

(Suggested Time: 45 minutes)

Read the situation described below and use it to complete the assignment that follows.

THE SITUATION

The Nalwen High School Graduation Council, consisting of student, staff, and parent representatives, invited several companies to submit design and cost proposals for graduation rings. Members of the graduation council selected submissions from three companies to take to the Grade 12 student body for final approval—the submission from Wartons, a national organization, the one from Davcar, an Alberta company, and the one from Nalwen Goldsmiths, a local jewelry store. The Grade 12 students voted by secret ballot and selected Davcar to be their supplier. All other applicants were informed of this decision. Mr. John C. Reyburetti, the owner of Nalwen Goldsmiths, wrote a letter to the editor of *The Nalwen News* stating that the selection process was unfair. He also criticized the school for failing to support a community business. (See Mr. Reyburetti's letter to the editor on page 14.)

You are a student representative on the Nalwen High School Graduation Council. You participated in all of the steps involved in choosing a company to provide rings for Nalwen students. (See the outline of steps in the selection process on page 14.)

The graduation council has asked you to write a letter to the editor of *The Nalwen News* explaining why Mr. Reyburetti's proposal was rejected. **You must convince Nalwen residents that the selection process used by the graduation council was both open and fair.**

You have a copy of the Graduation Ring Presentation Comparison Chart that was made available to the Grade 12 students. You also have a copy of the results of the student vote. (See page 15.)

THE ASSIGNMENT

Write a letter to the editor that will convince Nalwen residents that the process followed by the graduation council to select a supplier of graduation rings for the Grade 12 students at Nalwen High School was both open and fair.

BE SURE to

- state your purpose
- support your purpose with specific details (use the information on pages 14 and 15)
- use an appropriate tone
- sign your letter Pat Jones, Nalwen High School Graduation Council

Continued

Section II: Functional Writing

Letter to the Editor from *The Nalwen News*,
June 15, 1998

NHS Shows Lack of Support for Local Business

The next time someone from the high school requests support for student travel or sports equipment, think twice before you write a cheque, because there is no guarantee that the high school will support local businesses in return.

I recently took a proposal for school rings to the Nalwen High School Graduation Council. I had spent hours developing a design featuring the city logo and working out a price that would allow a small margin of profit for me. I took additional time to present my proposal to the members of the graduation council—all to find that I was passed over for a bigger company that doesn't even pay taxes in this area.

I think that the selection process was unfair. For instance, I was the last one scheduled to make a presentation, which put me at a disadvantage. I don't have glossy brochures or a dozen different ring styles to choose from like the bigger companies. When I mentioned that I had donated money to help with the formation of a local football team for Nalwen teens, no one was impressed.

Students made the final decision and they don't pay taxes. They don't even buy the rings—their parents do. Besides, how meaningful is a school ring that was made somewhere else? I believe that the graduation council gave a biased view to the rest of the students. There is a rumour that the bigger company promised free rings to the students on the graduation council—something I can't afford to do.

The parents on that committee and the teachers in that school should know better than to let kids make important decisions like this. Instead, parents and teachers should encourage students to support a local business.

John C. Reyburetti
Nalwen Goldsmiths

Process Used by the Nalwen High School Graduation Council to Select a Graduation Ring Supplier

Step One

Graduation council sent letters of request to five companies that supply graduation rings to high schools.

Step Two

Three companies were selected by the graduation council to present proposals. (Selection was based on the information included in the companies' return letters.)

Step Three

The three companies that were selected made presentations to graduation council. (The order of presentation was determined by the dates of the return letters.)

Step Four

Graduation council created a Graduation Ring Presentation Comparison chart that was based on the information included in the three companies' proposals.

Step Five

Grade 12 students were informed of the proposals from the three companies and voted for graduation ring supplier by secret ballot.

Step Six

All five companies originally contacted were informed of the final decision.

Continued

Section II: Functional Writing

Grad Ring Presentation Comparison

	Wartons Canada	Davcar Alberta	Nalwen Goldsmiths
Ring Style	Traditional Elegant Artistic Modern	Traditional Classic International Studio	Traditional • Men's • Women's
Metal Choice	Gold: 10K, 14K, 18K Lustremix (gold and silver)	Gold: 10K, 14K, 18K Sterling Silver	Gold: 14K, 18K
Stone Choice	All birthstones Mother-of-Pearl Black onyx	All birthstones Mother-of-Pearl Black onyx	All birthstones
Side Panel Choice	Vocational/academic Athletic Zodiac Canadian provinces	Vocational/academic Athletic Student clubs Student government	City logo
Extended Service	Three-year coverage against loss or damage. (Additional cost at time of purchase.) Free resize.	Three-year coverage against loss or damage. (Davcar will repair or replace ring for no charge.) Free resize.	Resize at minimal cost.
Cost	Gold: \$289, \$329, and \$449 Lustremix: \$209	Gold: \$289, \$329, and \$449 Sterling Silver: \$149	Men's: \$399 and \$549 Women's: \$329 and \$499
Other Graduation Services Provided	Publisher of Nalwen High School Yearbook, Photographer, and Supplier of School Pictures	Supplier of Nalwen High School Graduation Caps and Gowns	N/A
Community Support	N/A	N/A	Sponsor of Nalwen Community football team

Results of Student Vote on Graduation Ring Supplier

	Wartons Canada	Davcar Alberta	Nalwen Goldsmiths
Number of Students	Males: 113 Females: 96	Males: 296 Females: 342	Males: 20 Females: 28

Section II: Functional Writing

PLANNING

There is additional space for planning on pages 18 and 20.

If you are using a word processor, staple your Section II finished work here.
You may make corrections directly on your printed page(s).

Section II: Functional Writing

FINISHED WORK

June 18, 1998

The Editor
The Nalwen News
16 Nalwen Close
Nalwen, AB T6R 1P2

Dear Sir or Madam:

There is additional space for finished work on pages 19 and 21.

Section II: Functional Writing

PLANNING

There is additional space for planning on page 20.

Section II: Functional Writing

FINISHED WORK

There is additional space for finished work on page 21.

Section II: Functional Writing

PLANNING

Section II: Functional Writing

FINISHED WORK

SECTION III: RESPONSE TO VISUAL COMMUNICATION



SECTION III: RESPONSE TO VISUAL COMMUNICATION

(Suggested time: 30 minutes)

Examine the photograph on page 22. Write a unified and coherent composition in response to the assignment that follows.

THE ASSIGNMENT

What idea does the photograph communicate to you? Explain how the details in the photograph and the photographer's choices support this idea.

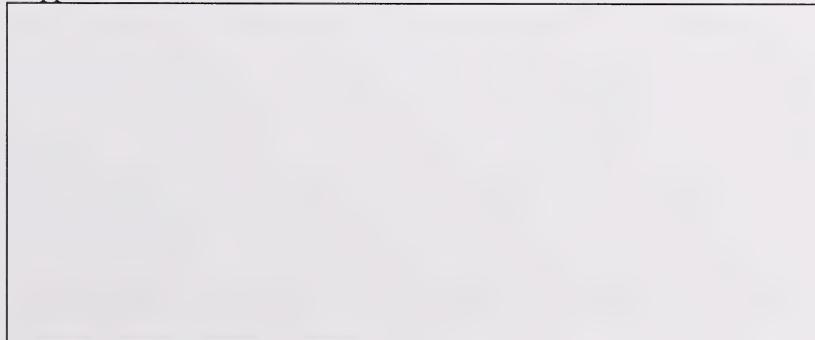
INITIAL PLANNING

Space is provided here for your initial planning and notes. No marks are awarded for work done on this page.

Idea communicated:



Support:



There is additional space for planning on pages 24 and 26.

Section III: Response to Visual Communication

PLANNING

There is additional space for planning on page 26.

If you are using a word processor, staple your Section III finished work here.
You may make corrections directly on your printed page(s).

Section III: Response to Visual Communication

FINISHED WORK

There is additional space for finished work on page 27.

Section III: Response to Visual Communication

PLANNING

Section III: Response to Visual Communication

FINISHED WORK

Credits

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English 33: Part A

June 1998

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